

EDITORIAL

Editors' Comments

R. M. Kubina Jr.

J. Rosales-Ruiz

This volume, 21, marks a transition from Rick Kubina to Jesus Rosales-Ruiz as the Editor. Dr. Rosales-Ruiz, along with Associate Editors Clay Stalin and Alison Moors, shepherded the peer review process for all of the research articles and chart shares. Along with the editorial changes the journal will move from bi-annual to annual production.

Volume 21 shows the continued application of Precision Teaching for learners with autism. The first research article from Marlene Cohen examines how older learners with autism benefit from an instructional strategy. Clerical behaviors displayed on Standard Celeration Charts show acceleration while aggression and self-injury show a corresponding deceleration. Three chart shares also show how Precision Teaching has positively

impacted younger students with autism. These chart shares show changes in reading, sound imitation, and asking for additional information. Another research article highlights Precision Teaching use with pre-service teachers. The results of the study by Koorland and MacLeod show that the use of an Accuracy Improvement Measure showed clear performance differences among the pre-service teachers.

This volume ends with a very touching tribute to Ogden Lindsley who recently passed away. Abigail Calkin recounts the influence and creativity Ogden, or Og as everyone who knew him, had on her life and that of many others. The Precision Teaching community mourns the loss of their father, advocate, and dear friend.